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ABSTRACT

Utah's migrant education program provided educational services to 1,027 K-12 students in programs at 10 sites during the summer of 1988. Nine of the programs were conducted in the summer only and one was conducted year round. Programs ranged in duration from 28 to 50 days. Students were provided with academic basics as well as cultural, vocational, and recreational activities. Health services were also provided, together with nutrition, activities to nurture, self-actualization, and other services designed to help students to assimilate into their communities. The Wide Range Achievement Test, Revised (WRAT-R) was administered as a pre- and post-treatment measure. Results were reported for 404 students who were present for both the pre- and post-tests. Spelling and reading improved nonsignificantly, but significant achievement was reported in arithmetic. Records of children enrolled in the programs were entered into the Migrant Student Record Transfer System, a national computer network facilitating the transfer of migrant student records. On-site evaluations are included in this report, summarizing the observations, findings, and recommendations for each program location made by the monitoring teams. Demographic information and test results are listed in 20 tables. (ALL)

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UTAH MIGRANT EDUCATION

Evaluation 1988

MIGRANT EDUCATION
HARVEST OF HOPE

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1988

UTAH MIGRANT EDUCATION

ANNUAL SUMMER EVALUATION REPORT

UTAH STATE OFFICE OF EDUCATION

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FOREWORD

This Evaluation Report is prepared under the authority of the United States Department of Education (Public Law 97-35).

While it is a Federal requirement to "conduct an evaluation of the Chapter 1, Migrant Education Program in the State . . . and make public the results of that evaluation", this report was compiled to provide information about educational programs for migrant children of migratory agricultural workers. The gathering of information for this narrative comes from the following areas: curriculum, testing, non-academic activities, observation, documentation of events, and basic educational statistics.

The Utah State Office of Education recognizes its responsibilities to migrant children and will continue to provide the necessary support for this program. Commitment to the continuance of education and support services for migrant children will be maintained in providing quality programs in the State of Utah.

James R. Moss
State Superintendent
of Public Instruction

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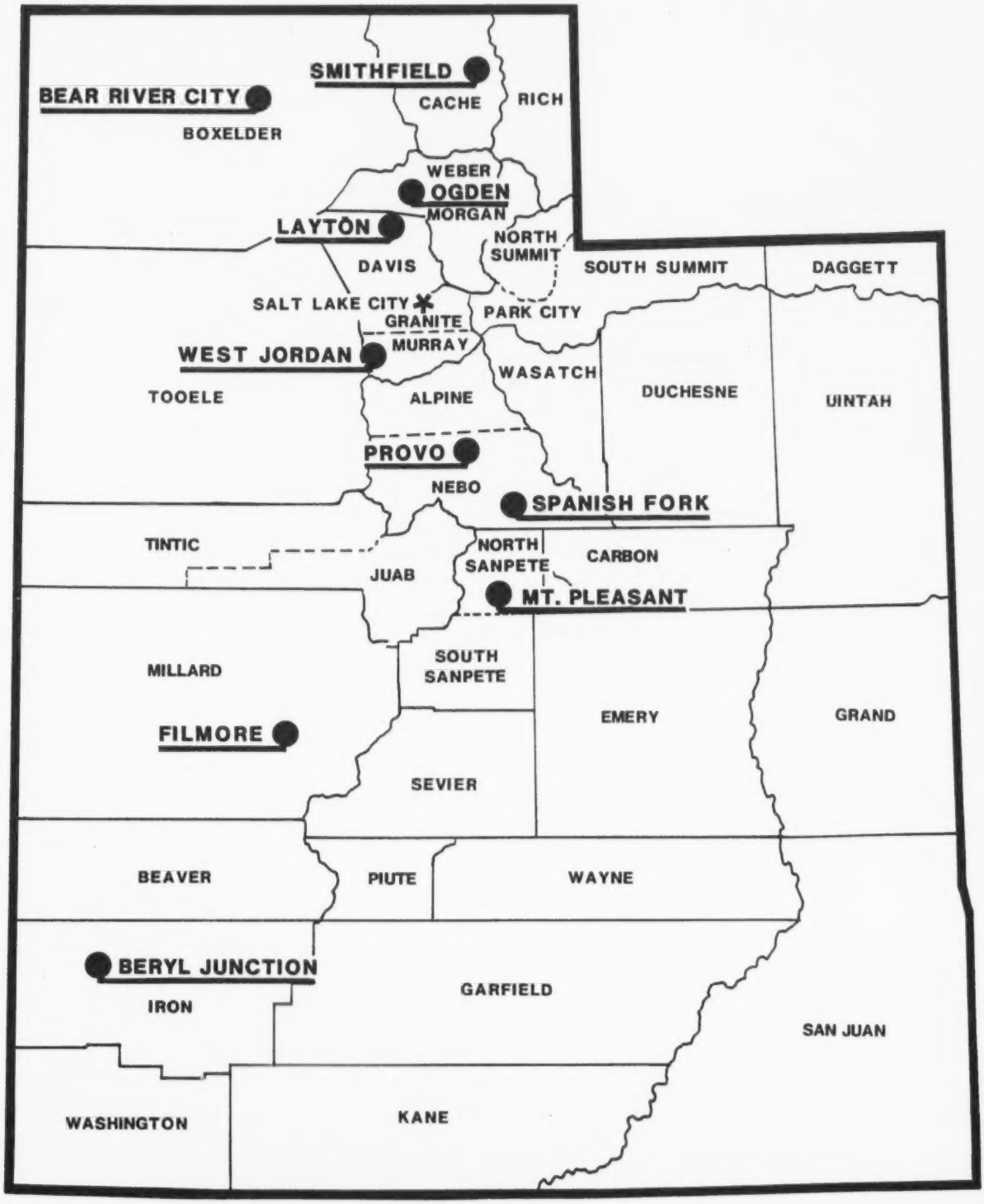

MIGRANT EDUCATION SCHOOL DISTRICT DIRECTORY

SCHOOL DISTRICT	DIRECTOR	LOCATION
Box Elder School Dist. 230 W. 200 S. Brigham City, UT 84302	Richard Kimber	Bear River
Cache School District 2063 N. 1200 E. Logan, UT 84321	Leon West	Smithfield
Davis School District Adams Elementary School 2500 N. 2200 E. Layton, UT 84041	Forrest Barker	Layton
Iron School District 75 N. 300 W. Cedar City, UT 84720	Don Hughes *Penelope Singer	Beryl Junction
Jordan School District 9261 S. 400 E. Sandy, UT 84070	Ilona Pierce	West Jordan
Millard School District P.O. Box 666 Delta, UT 84624	Reece Finlinson	Fillmore
Nebo School District 350 South Main Spanish Fork, UT 84660	Dean Rowley	Spanish Fork
North Sanpete School Dist. Mt. Pleasant Elementary 55 E. 100 S. Mt. Pleasant, UT 84647	Reed Miller	Mt. Pleasant
Ogden School District Bonneville Elementary 490 Gramercy Ogden, UT 84404	Larry Carrillo	Ogden
Provo School District 280 W. 940 N. Provo, UT 84601	Kathy Hughes	Provo

*Former LEA Director

OVERVIEW

The ECIA Chapter 1 Migrant Education program facilitates and coordinates educational and support services for migrant children through State Education Agencies in the United States. The children are provided with the basics in academic programs and cultural, vocational and recreational activities. Health services are also provided along with nutrition, self-actualization, and other helpful activities to assist them in assimilating into the mainstream of their communities.

This year, ten of the forty school districts in the State of Utah participated in the Migrant Education program. Nine programs are summer-only while one is a year-round program. In Utah, the State Education Agency (SEA) allocates federal funds to "establish or improve State Migrant Education programs designed to meet the special educational needs of migratory children..." In fiscal year 1988, the grant award to Utah to provide for these services was approximately $600,000.

The major goals and objectives of the Migrant Education program in Utah are described in its annual application which is submitted to the United States Department of Education. The goals are a collaborative effort of the SEA and Local Education Agencies (LEA) and are aligned with national goals.

Educational evaluations are conducted on-site for each local Migrant Education program to determine compliance with these goals and objectives. The evaluations detailed in this annual report were done by SEA monitoring teams who visited each program during the summer of 1988. These teams review program operations to determine how effectively migrant students were being served, offer suggestions for program improvement where needed, and determine compliance with federal rules and regulations.

This annual report was compiled from data submitted by the participating LEAs to the Utah State Office of Education. The data was compiled, analyzed and summarized for presentation to the reader. This report includes information pertinent to the goals of the 1988 Migrant Education program.

ELIGIBILITY

The Migrant Education program is a highly regulated program and eligibility of the students must be determined before an LEA can serve them. The program serves students who are engaged in agricultural activities, or whose parents are engaged in agricultural activities, who have moved (become migratory) to enable them to work in agricultural activities.

Both "currently migratory" and "formerly migratory" children must meet the specific eligibility criteria to be served by this program.

"Agricultural Activity" means --

(1) any activity directly related to the production or processing of crops, dairy products, poultry or livestock for initial commercial sale or as a principal means of personal subsistence;
(2) any activity directly related to the cultivation or harvesting of trees; or
(3) any activity directly related to fish farms.

"Currently Migratory Child" means a child --

(1) whose parent or guardian is a migratory agricultural worker or a migratory fisher; and
(2) who has moved within the past 12 months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

"Formerly Migratory Child" means a child who --

(1) was eligible to be counted and served as a migratory child within the past five years, but is not now a currently migratory child;
(2) resides in the area served by the agency carrying out a Chapter 1 Migrant Education Program or project; and
(3) has the concurrence of his or her parent or guardian to continue to be considered a migratory child.

"Migratory Agricultural Worker" means --

(1) a person who has moved within the past 12 months from one school district to another to enable him or her to obtain temporary or seasonal employment in an agricultural activity.

The Certificate of Eligibility (COE) is the document used by the State of Utah to identify eligible migrant children and enroll them into the Migrant Student Record Transfer System (MSRTS) data bank. Educational and support services cannot be provided with Migrant Education funds until the child has been determined eligible and the completed COE has been properly distributed and placed on file.

The State Recruiter represents the SEA in an advisory role and provides ongoing training and inservice to the local recruiters, either at state conferences and workshops or on

an individual basis as needed. The State Recruiter also reviews all COEs as submitted to the SEA. This is to help ensure accuracy and also provides another check on eligibility by reviewing dates, last qualifying moves, qualifying agricultural activities, etc. This is part of a "checks and balances" procedure to ensure that all important information is handled as responsibly as is possible.

IDENTIFICATION AND RECRUITMENT

The identification and recruitment process of migrant students is a major component of Migrant Education. Because federal funds are generated through effective identification and recruitment of eligible students, a well-planned training program for recruiters is crucial to personnel responsible for identifying and recruiting migrant children. After the presence and location of migratory children have been determined, information is secured documenting eligibility; eligible children are then enrolled in the Migrant Student Record Transfer System (MSRTS) data bank. Benefits to eligible children and to school districts in which a systematic recruitment process is implemented include federal funding to finance educational and support services that enable the children to overcome problems that are inherent to a migratory lifestyle.

MIGRANT STUDENT RECORD TRANSFER SYSTEM (MSRTS)

The Migrant Student Record Transfer System (MSRTS), a national computer network, was created to facilitate the transfer of migrant student records. As children enter the State of Utah and are identified and found eligible for migrant programs, they receive a special MSRTS identification number that follows them when they move to other locations. As information is gathered, such as enrollment data, individual student progress data, test information, health records, etc., it is transmitted to the national data bank in Little Rock, Arkansas where it is available for retrieval. When a migrant family moves, information is sent to their child's new school upon enrollment; this information helps teachers to note educational skills mastered by the child and also to be aware of other information pertinent to the child's education

Reporting of test data into the MSRTS data bank for transfer to local schools has greatly increased over the last decade. This has occurred due to stressing the importance of providing individual input, frequent inservice training in the field, and the leadership exerted by the SEA staff in this endeavor. Test data reported is in the basic skill areas of math, reading, and spelling. A statewide computer

terminal operator is located at the SEA who is available to LEA clerks in MSRTS transfer procedures and to answer questions relating to migrant student status. With the moderately high turnover seen in migrant personnel, there is always a need to provide continual inservice to migrant staff so that continuity in information transfer is maintained at a quality level and the needs of migrant children are being met.

MSRTS will continue to be stressed as an important component in all local migrant sites throughout the State. In a program where the participants are migratory, MSRTS provides a vital link for maintaining and updating important student information.

PARENTAL INVOLVEMENT

The need for active parent involvement in Migrant Education has been consistently recognized by Congress since the late 1960's. As a result, public law requires that each State actively solicit parental involvement in the planning, operation, and evaluation of their programs. In Utah, the SEA and participating LEAs conduct meetings and provide materials to assist parents in becoming more effective at and committed to supporting their child's educational activities.

This year two Statewide Parent Committee meetings were conducted by the SEA, and twenty-two parent meetings were held at the local level. The first SEA meeting was held July 13, 1988 at Dee Elementary School in the Ogden School District and the second meeting was held July 14, 1988 at Mt. Pleasant Elementary School in the North Sanpete School District. Attendance at each meeting exceeded 300 persons. Educational materials were displayed and made available on issues relating to aids, alcohol, drug/tobacco prevention, parental involvement and parent/child communication. Many of these materials were written in Spanish for parents to take home as resource information for their families.

Consultant services were secured through Interface Network, Inc., which provided a presentation at the SEA meetings on "How To Help Your Children in the School." The emphasis was on parents becoming partners with their children in the educational process, thereby greatly increasing the probability of their childrens' academic success. A question-and-answer period followed each presentation.

SECONDARY PROGRAMS

Recently, in 1987, the SEA implemented a 10 percent set-aside requirement to identify and serve migrant secondary students. With these funds, the LEAs are using a variety of creative

strategies for serving secondary students. One of the most effective has been designating a liaison person to align district instructional and support services with individual student needs. The guidance from these liaison persons gives migrant students the opportunity to strengthen their basic skills, make up deficiencies in credits/courses, participate in enrichment programs, build self-esteem, continue attending school, and increase their awareness of post secondary educational opportunities. The liaison staff also advocate tutoring services, clarify graduation requirements, and acquaint migrant secondary students with life/work/career alternatives.

COORDINATION WITH OTHER PROGRAMS

A continuous effort is made at the state and local levels to coordinate the Migrant Education program with other programs and agencies serving migrant children. The Utah State Office of Education continues to encourage a cooperative working relationship with the Utah Rural Development Corporation to provide the needed services in the areas of pre-school facilities, nutrition, outreach and transportation. Food services for students' nutritional needs are also coordinated with the Food Services Division of the Utah State Office. In addition, the SEA coordinates medical and dental services which include pre-screening, examinations, and innoculations with the Utah Department of Health.

TESTING

At present, the Wide Range Achievement Test-Revised (WRAT-R) is used for determining the academic achievement of migrant students in Utah. The use of this test has been encouraged for purposes of uniformity among the participating LEAs and to have statewide achievement results available for the program. The LEAs maintain the autonomy to administer additional tests of their own choosing when it is deemed necessary. Pre- and post-testing, to determine what academic gains may be made by the participating students, is conducted within the program period.

Considering the short duration of the summer school programs, the WRAT appears to be the best instrument to use to measure achievement in the areas of mathematics, reading, and spelling. It is brief, concise, easy to administer and is also inexpensive. The WRAT was first standardized in 1936 as a convenient tool for the study of the basic school codes of reading (word recognition and pronunciation), written spelling, and arithmetic computation. It was originally designed as an adjunct to tests of intelligence and behavior adjustment. Since then, the WRAT has undergone five

revisions and it has been researched extensively on many thousands of persons from pre-school through adulthood. The most recent edition of the WRAT, revised in 1984 and now known as the WRAT-R (Wide Range Achievement Test-Revised) is the testing instrument used to evaluate student progress in the 1988 Utah Summer Migrant Program.

Like the previous editions of the WRAT, the WRAT-R is intentionally simple in design. This simplicity, along with the meaningful norms, has contributed to the tremendous popularity the WRAT has enjoyed for decades. For the most part, the test items are the same as the last several editions of the WRAT. There have been ten simple arithmetic items added to the Level 2 Arithmetic subtest in order to lower the floor of the test so that lower functioning individuals would not top out so quickly. On the Level 1 Arithmetic subtest there was an addition of one subtraction item (borrowing) and a few precomputation problems for the oral section. These were the only item changes from the last three editions of the WRAT (1965, 1976, and 1978). The WRAT-R consists of two separate forms, one for each level. Level 1 is intended for students between the ages of 5 years 0 months and 11 years 11 months, and Level 2 is intended for students from 12 years 0 months through adulthood. Each level takes from 20 to 30 minutes to administer. The three subtests at each level are:

1. Reading: recognizing and naming letters and pronouncing words out of context.

2. Spelling: copying marks resembling letters, writing the name, and writing single words to dictation.

3. Arithmetic: counting, reading number symbols, solving oral problems, and performing written computations.

The WRAT-R was administered on a pre-test and post-test basis to ascertain the changes in migrant students' academic performance between the beginning of the summer education programs in June and their conclusions in late July (three programs) and early August (seven programs). Actual teacher-student contact days ranged from 28 in the Jordan Summer Migrant Program to 50 in the North Sanpete Summer Migrant Program; the average length of the summer programs was approximately 35 days.

The total student enrollment for the ten summer migrant programs in Utah was 1,027 students. The highest enrollment was 183 students in the Ogden program while the smallest enrollment was 50 students in the Iron program. Complete

pre- and post-test results on the WRAT-R were obtained for 404 students statewide, with complete pre- and post-test results also acquired for an additional 29 students on the California Achievement Tests.

ON-SITE EDUCATIONAL EVALUATIONS

In the following section will be found condensed summaries of the observations, findings and recommendations made by the SEA monitoring teams. These summaries are intended to provide the reader with a descriptive overview of Migrant Education programs in the State of Utah. These statements are in no way intended to describe all the findings of each monitoring visit. Complete findings of the monitoring teams were shared with local program leaders through official communication channels.

On the pages following these summaries are evaluation data reports entitled "WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1988." There is one such summary for each of the ten summer migrant programs and there are also two statewide summaries. The first of the statewide summaries reports raw score data while the second reports percentile statistics.

Student achievement data was collected, using the WRAT-R as the testing instrument, from students at levels ranging from pre-kindergarten through 12th grade. Pre-testing was done at the beginning of each summer program and post-testing was done on the final day of each program. The programs ranged in duration from 28 to 50 days, with the average program length being about 35 days. The dates of operation for Utah's ten summer migrant programs are summarized in the following table:

1988 SUMMER MIGRANT PROGRAMS
Dates of Operation

PROGRAM	Starting Date	Ending Date	Number of Days In Session
Box Elder	June 13	August 5	38
Cache	June 1	July 13	30
Davis	June 8	August 4	40
Iron	June 1	July 22	38
Jordan	June 20	July 29	28
Millard	June 6	August 5	43
Nebo	June 7	August 4	41
N. Sanpete	June 1	August 11	50
Ogden	June 13	August 5	38

A total of 1,027 students were enrolled in Utah's ten summer migrant programs during the summer of 1988. The ten programs, and their student enrollments, are listed in the following table:

1988 SUMMER MIGRANT PROGRAM ENROLLMENTS

PROGRAM	Student Enrollment
Box Elder	170
Cache	59
Davis	58
Iron	50
Jordan	68
Millard	53
Nebo	167
North Sanpete	136
Ogden	183
Provo	83
All Ten Programs	1,027

Due to a variety of circumstances, not all of these students were in class to be pre- and post-tested with the WRAT-R edition which was used as the test instrument for assessing students' achievement. Some students entered late or left early, were ill or working in the crops, moved with their families out of the programs' service areas, or encountered other circumstances which prevented their participation in both pre- and post-testing. A total of 404 students were pre- and post-tested with the WRAT-R, another 103 took only the pre-test and 33 students took only the post-test. Also, 29 students were pre- and post-tested with the California Achievement Tests. In all, complete pre- and post-testing achievement data was obtained for 433 of the 1,027 students served in Utah's Summer Migrant Programs.

The evaluation results for the 10 Summer Migrant Programs serving migrant students in Utah were very encouraging. Although the median pre-test results were low and documented the need to provide supplemental educational programs for

migrant students, the post-test result showed that the students made appreciable academic gains by the conclusion of the summer programs as displayed on the following table.

ACADEMIC ACHIEVEMENT
Expressed as Median Percentiles

Subject	June, 1988 Pre-test Median Percentiles	August, 1988 Post-test Median Percentiles
Reading	11	23
Spelling	14	28.5
Arithmetic	23	42

Once again, as in previous years, migrant students showed a higher level of achievement in arithmetic computation than in the language arts areas of reading and spelling.

Academic achievement gains were evidenced statewide at all grade levels from pre-kindergarten through 12th grade. Of 42 pre- and post-test achievement comparisons, 39 showed positive gains, two showed no change, and one showed a regression of three percentiles. These statistics are depicted by grade level in the following table:

MIGRANT STUDENTS
Academic Achievement Gains in Percentiles

Grade Level	Number of Students	Gains in Academic Areas		
		Reading	Spelling	Arithmetic
Pre-K	12	0	6	1
K	47	4	17	15
1	58	16	21	27
2	60	22	14	31
3	56	15	15	23
4	39	20	14	21
5	41	12	6	12
6	34	0.3	0.4	9
7	15	(3)	0	26
8	13	13	16	12
9	12	7	9	31
10	10	15	14	12
11	3	9	3	27
12	4	2	1	1

These results were extremely positive and suggest that the ten summer migrant programs were educationally beneficial for the participating students. In looking to the future, however, the achievement results still indicate a need for additional educational help for migrant students. Despite the substantial academic gains made by the students who participated in the 1988 Summer Migrant Programs, the mean average post-test results showed that migrant students were still achieving below the 50th percentile at all grade levels in reading, 12 of 14 grade levels (pre-K through 12) in spelling, and nine of 14 grade levels in arithmetic. Supplemental educational programs for migrant students definitely must be continued if students' academic achievement is to continue to be improved.

ON-SITE EDUCATIONAL EVALUATION

Box Elder

Box Elder School District is complimented for its efforts in resolving problems encountered by secondary Migrant Education students. Steps have been taken to arrange for secondary students to attend summer programs provided in the regular high schools. Migrant students attending these programs have been identified as needing makeup work and were subsequently registered for classes which could be used toward meeting graduation requirements. These students were informed that the Migrant Education program would pay any tuition fees that were necessary. It should be mentioned that migrant students were not receiving duplicate services; it should also be noted that the SEA monitoring team was particularly impressed with the school district's emphasis on reading and mathematics instruction with seventh and eighth grade migrant students.

Concern was expressed about the older migrant students lacking skills in areas such as note taking, test taking, and knowing how to deal with the teachers when problems arise. It was noted that migrant students have difficulty in expressing problems they are encountering with homework and other school-related areas. Most students have a desire to learn but some lack motivation and need someone there to give them a "nudge" and an extra "helping hand."

The monitoring team commented on the use of 4-H members as a great idea which has positive results with the students as well as with the community. Friendships were being formed with staff and with the children. The students were able to experience and be introduced to a variety of things that they would not have had the opportunity to participate in otherwise. We commend the school district for providing these opportunities.

In discussing the various program components, the monitoring team is pleased to note that the Migrant Special Education students have access to psychological services which the regular classroom students receive throughout the year. The Box Elder program has taken into account the need to serve Migrant Special Education students, and it is making accommodations to provide timely services to this particular clientele.

Records are being maintained efficiently. The records that were scanned were complete with the necessary information. Most COEs were completed in a timely manner.

ON-SITE EDUCATIONAL EVALUATION

Cache

The director and staff of the Cache School District Migrant Education program are recognized for the quality work they are doing. Children interact positively with all staff members, including the program director, yet an appropriate degree of discipline is maintained in the classroom learning environment.

A particular strength of the program is the effective variety of instruction that is provided when considering the mobility and the change from day to day of which students are being instructed in the classroom situation. This challenge is partly met by going back to a "one-room school house" teaching approach. The staff in this program are required to use flexibility in order to maintain continuity in the educational process.

The school district is complimented on their working relationships with private organizations in the area. A field trip to a trout farm provided an interesting and instructive field trip. Inasmuch as the Cache School District program has not been receiving regular health services, the district's utilization of a regional health nurse for medical purposes with the migrant children deserves recognition.

It was observed that materials and ideas presented at the Migrant Education Spring Workshop were being used by the staff. In addition, effective use is being made of the teacher aide, who supports the teacher by working with individual students on a pull-out basis. Chapter I materials utilized in the regular Chapter I school district program are also being used and seem to be having a positive academic impact on the children.

ON-SITE EDUCATIONAL EVALUATION

Davis

Commendation is made on the basis that the Davis program utilizes an instructional focus mode, and teaching materials and methods are modified based on the individual student's needs. Evidence indicates there was considerable awareness and responsiveness to individual student needs.

The SEA monitoring team was impressed by instructional groupings of the participating students. Students were grouped by K, 1-3, and 4-6 grade levels. This grouping arrangement fostered the instruction of students so that student-teacher ratios were equitable.

The needs assessment procedure to determine program focus was conducted with parent input. The first priority was to have the program focus on improving the children's acquisition of English, followed by developing a greater level of reading and mathematics proficiency.

Recognizing that a formal parent advisory committee has not been established, the project director developed a survey so that formal parent input could be made so as to communicate the educational needs of their children. A major interest of parents is that their children learn to read, write and speak English. The academic subject matter is such that their children can get the best education possible. Parents recognize their children need to be provided instruction which will enhance their abilities to get good jobs.

During the review visit, the monitoring team was impressed with the instructional and emotional climate that the staff was able to create. The needs of the students were being positively met in the program. Children appeared to be comfortable with staff members and most of their energy was focused on the learning activities being presented.

ON-SITE EDUCATIONAL EVALUATION

Iron

The SEA monitoring team found all components to be functioning effectively and the program administration is to be commended for their capable leadership. The transition from direct contracting with USOE to becoming a program offered through Iron County School District is being smoothly handled.

The program is one of excellent educational quality. Academic programs are well developed. Considerable individualization of instruction is occurring, both one-on-one and in groups. Opportunities for learning outside of the classroom were also an integral part of the program. Field trips were used to enhance the program and were an important part of the educational scene. The program also makes use of educational technology, as evidenced by a language arts project in which the secondary students used a video recorder camera to film a simulated newscast.

The Iron County Summer Migrant Program effectively utilizes many community resources including the Enterprise Valley Medical Clinic, the Escalante Valley Housing Authority, USDA Summer Food Service, the Utah State Job Service and other agencies. The Iron County Bookmobile makes regular visits to the program site and students are encouraged to use this traveling library. The Job Training and Partnership Act (JTPA) program through Job Service pays the salary of a part-time teacher aide, a handicapped teenage girl who also participates as a student in secondary classes when she is not busy in her aide role with younger students.

Student recruitment is another strength of the Iron County Summer Migrant Program. The recruiter makes home visits to all families, maintains close contact with the students, prepares accurate and detailed records, and efficiently uses the MSRTS system.

The monitoring team was particularly impressed with the demeanor of the program staff. The staff members exhibit very caring attitudes toward the students and are sensitive to migrant culture, showing considerable flexibility in dealing with interruptions and schedule changes. Staff members are similarly thoughtful and helpful in their contacts with students' parents.

The Iron County Summer Migrant Program is housed in a comfortable building in the Beryl Junction migrant housing area owned by the Escalante Valley Housing authority. The building is air conditioned and well maintained; the interior

is pleasant and conducive to learning. Classroom areas are decorated but not distracting. The students' pride was very evident as they expressed to members of the monitoring team that they "like their summer school."

ON-SITE EDUCATIONAL EVALUATION

Jordan

The SEA found all aspects of the organization, instruction, and delivery operating smoothly. A definite strength of the program is that the curriculum parallels very closely the regular school year curriculum. The recruiters are prepared in advance of the summer program with nearly all childrens' academic status and other data as of the end of the regular school year.

The staff are well trained and experienced in regards to the needs of these children. It is pleasing to see that the individual differences and special needs of the children are being accommodated. The teachers and aides are very adept in maintaining a good balance between academic accomplishment and making school enjoyable. As a result the students' attendance is excellent.

It was noted that teachers and aides incorporate language usage to a great extent in their instruction and encourage a high degree of participation and interaction among the children. The Migrant School Newspaper is also a great idea for encouraging more student writing and use of language.

It is also pleasing to note the program's efforts in serving the secondary level students. This is confirmation that personnel offer worthwhile and relevant instruction and activities for these students - many of whom have been attending and returning to the program for several years.

The program is meeting the educational objectives set forth in the 1988 application. There is good parent involvement and the program serves the special needs of individuals.

ON-SITE EDUCATIONAL EVALUATION

Millard

The monitoring team found the staff of this program, both paraprofessional and professional educators, to be efficient and dedicated.

The curriculum has been structured and articulated to focus on the basic skills, critical thinking and enhancement of the students' abilities. Self-confidence building activities are an integral part of the curriculum to help students build confidence in performing their work. With such activities, it is very evident each of the students are gaining self-confidence as they enthusiastically participate in, and do, their class work. Even the students who would normally be considered "slow learners" are anxious to participate.

Critical thinking, reading, vocabulary, comprehension and oral language skills are incorporated in all classes for all grade levels. The small student/teacher ratio which provides for more individual attention is resulting in overt indicators of student achievement. Students are on task as is monitored through follow-up review of mastery by all the teachers.

All of the teachers have daily lesson plans of concepts, skills and activities for the students to be involved with each day. Curricular activities are tied into application to personal life experiences as well as to field trips.

Because the lower grade levels are usually dominated by female teachers, it was pleasing to see a male educator in the pre-school program. The teachers demonstrated excellent ability in motivating the students and helping them to stay on task. With this age youngster, hands-on direction is critical, and the teachers seemed to do an excellent job. The students also seemed to do well.

The social studies class was involved in the economics game, Inflation. It was an experiential opportunity in negotiations and also some academics focusing upon the principle of supply and demand. The students enjoyed the game. They were given a certain amount of power and control in the game.

The district's program is positive, exciting and on the right track for enhancement of migrant student performance. The staff are excellent and are to be commended for their hard work.

ON-SITE EDUCATIONAL EVALUATION

Nebo

The SEA commends the staff for their dedication and hard work. The summer migrant program appears to be a well-organized and productive educational effort.

The school district offers academic classes for migrant secondary students during the day at Nebo District's Park Elementary School and also offers vocational classes in the evening at Payson Junior High School; additional course offerings are available at the high school. Since the same teachers are providing vocational education instruction during the summer migrant program as during the regular school year program, it has been possible for students who did not complete course work to receive full credit for work they are doing in the summer program. Funds have been set aside to track migrant students in all courses at Payson Junior High School this coming school year.

The vocational education teachers have been very responsive to student needs. They are willing to offer their classes in the morning rather than the evening to accommodate a change in their students' work schedules due to changes in the availability of irrigation water. Also, personnel in the migrant vocational education program have had almost weekly contact with the parents of migrant students on an informal basis.

It was observed that interesting and beneficial children's literature is being used and enjoyed by the students as reading practice material. Comprehension is an important aspect of this reading activity as well. Since classes span 2 - 3 grade levels, great effort is being made to adapt materials to fit the students' levels.

It was also observed that the recruiter is utilized to assist with some unique language problem students when not engaged in recruiting work. This is excellent utilization of staff.

Administrative record keeping done by the project staff is of excellent quality. Using an Apple IIe computer terminal and accompanying software, detailed records are maintained. Extensive sorting capabilities of the system and the computer skills of the responsible staff member ensure swift and accurate retrieval of any information stored in the system. The project is to be commended for excellent record keeping efforts.

ON-SITE EDUCATIONAL EVALUATION

North Sanpete

This program has extraordinary administrative support resulting in an exemplary program. The staff are very stable and experienced as they have served in the program as instructors for several years. As a result, the curriculum is very well articulated, scoped and sequenced so students are guided through a program which maximizes their opportunity to succeed and achieve at their own individual rate of learning. The curriculum has a strong emphasis on mastery of the basic skills. Each student receives one-to-one attention and positive reinforcement.

The program serves elementary and high school level students. A needs assessment is conducted with input from the parents during their parent meetings, from teachers in the regular school year program who provide input on individual students who need specific assistance and from reviewing the MSRTS records. This provides helpful information for planning of program curriculum for the Migrant Program. Students are placed by abilities and also grade level to insure academic growth which will bring the student to grade level, mastery of skills, and even growth beyond grade level for some.

It is very impressive the way the parents have supported the program. There seems to be a sense of identification and ownership in the program.

It is pleasing to see the teachers in the summer program act as liaisons for the students going into the regular school year program. The staff and students feel a close identification with the regular school program, and they do not feel like second class citizens in the migrant program. This may be due partly to the access the migrant students and staff have to the regular school's facilities and equipment.

The high school curriculum is focused on mastery of skills, and tied into building students' self-confidence, and instilling the ability to know they can and do succeed. Another strength of the program is reflected in the students' exposure to vocational and career awareness. These students also participate in the extracurricular activities along with their younger classmates.

North Sanpete has an exemplary program which is manifested in quality of staff, quality of student performance and excitement which the students exude.

ON-SITE EDUCATIONAL EVALUATION

Ogden

The monitoring team was impressed with the enthusiasm and commitment evidenced by the staff of the Ogden Summer Migrant Education Program. The team was also impressed with the capable administration of the program; it is well organized and efficiently operated. The project director and the administrative assistant are supportive of staff, students and parents, and are running an excellent program. The Ogden School District administration is also to be commended for providing such excellent facilities to house the program during the summer.

The record keeping done by teaching and administrative staff is of excellent quality. The teachers maintain records on student enrollment, attendance, WRAT pre-test scores and other informal testing results, and attainment of MSRTS objectives. Administrative record keeping relating to students also includes enrollment, attendance, addresses and telephone numbers, birthdates, grade levels, schools attended, and other data. Financial records are maintained at two locations; informal accounting and financial records are kept on-site at Dee Elementary School and the formal financial records, including computerized budget printouts, are maintained at the district level.

The summer program provides opportunity for many students to utilize computer-assisted instruction in a thirteen-terminal computer laboratory stocked with Apple IIe terminals and printers. The major emphasis of computer-assisted instruction for the summer program is creative writing. The students compose their stories on the computer terminal screens, print out the stories, get help from their teachers in editing the stories, revise their stories, and print out final copies. This approach, where children can see their completed work immediately in print, is a great motivator for improving their writing skills.

The staff is commended for their dedication and hard work. The Ogden Summer Migrant Education Program is a well-organized and productive program, providing valuable educational experiences to migrant students.

ON-SITE EDUCATIONAL EVALUATION

Provo

In reviewing the organization and implementation of the Provo Chapter 1 Migrant Education Program on October 11, 1988, the review team met with Ms. Kathleen Hughes, Coordinator of Special Programs and many of the Migrant Education staff.

The Provo Migrant Education Program provides instructional services to eligible migrant students at three levels at four locations. It follows a year round schedule. Reports filed with USOE indicate that 83 students are served by program.

It appears that some modifications are being made this year in delivering instructional services to migrant students, due in part to Utah State's position that educators need to focus on providing quality instructional and support services through a focus of "at risk" student approach. Migrant Education is now being viewed as a major responsibility of the Provo School District and not simply a supplemental program. As the program is undergoing changes, it is essential for each of the three schools with Chapter 1 Migrant Education Programs to prepare written descriptions on these programs. The descriptions might include, though not be limited to, the following information: the name of the school (or location), the names of the staff members involved in the program, the days and times the program is in operation, a complete listing of the names and grade levels of the migrant students being served, the subject areas being taught, and the major instructional strategies being used in each subject area.

The operation of the Orchard instructional program is of particular interest to USOE. Perhaps the Provo District's Coordinator of Special Programs could visit this site on at least two separate occasions to see how the instructional services are being provided, and for how long the district anticipates providing services at this site.

Communication among migrant education staff members in Provo, as in any program, needs to be encouraged since the Migrant Education program is operating at four different sites. Perhaps a monthly meeting, held at the Provo District Office Building, might help to facilitate good communication among the four program sites. Also, it is important that at these meetings the Migrant Program Recruiter be prepared to share with other staff members the pertinent information regarding the students recruited and participating in the program. This information should be helpful to staff members responsible for providing instruction to the participating migrant students.

TABLE 1
Number of Migrant Children Enrolled by Gender

District	Male	Female	Total
Box Elder	99	71	170
Cache	28	31	59
Davis	30	28	58
Iron	29	21	50
Jordan	39	29	68
Millard	29	24	53
Nebo*	84	83	167
North Sanpete	74	62	136
Ogden	93	90	183
Provo**	48	35	83
TOTAL	553	474	1027

*Nebo School District offers evening migrant classes during the regular summer migrant school program.
**Provo School District operates on a year-round basis.

As illustrated in Table 1, 1027 children participated in the Migrant Program. Of these, 553 (53.8%) were male, and 474 (46.2%) were female.

TABLE 2

Number of Migrant Children Enrolled by Year of Birth

	1974 - 45	1982 - 80
1967 - 0	1975 - 55	1983 - 75
1968 - 5	1976 - 68	1984 - 55
1969 - 20	1977 - 72	1985 - 46
1970 - 17	1978 - 66	1986 - 32
1971 - 31	1979 - 94	1987 - 14
1972 - 40	1980 - 86	1988 - 1
1973 - 38	1981 - 87	TOTAL 1027

Table 2 shows a distribution of the enrolled children by year of birth. Ages 8 through 15 represent the largest number of enrollment by birth.

TABLE 3

Number of Migrant Children Enrolled by Migrant Status

District	MS 1 Interstate	MS 2 Intrastate	MS 3 Formerly Migratory	Total
Box Elder	56	11	103	170
Cache	16	1	41	58
Davis	12	0	46	58
Iron	27	1	22	50
Jordan	18	5	45	68
Millard	6	1	44	51
Nebo	92	19	59	170
N. Sanpete	40	8	88	136
Ogden	85	7	91	183
Provo	55	8	20	83
TOTAL	407	61	559	1027

Migrant children enrolled by Migrant Status is presented in Table 3. Of the 1027 children enrolled, 407 (39.6%) were classified as interstate, 61 (5.9%) as intrastate, and 559 (54.4%) as five-year former migrants.

TABLE 4

Number of Migrant Children Enrolled by Ethnic Group

District	Indian	Asian	Black	Hispanic	White
Box Elder	7	4	1	143	15
Cache	0	0	0	58	0
Davis	0	0	0	58	0
Iron	35	0	1	1	13
Jordan	0	0	0	68	0
Millard	0	15	0	28	8
Nebo	33	0	0	117	20
N. Sanpete	17	0	0	80	39
Ogden	0	0	0	183	0
Provo	39	0	0	44	0
TOTAL	131	19	2	780	95

As demonstrated in Table 4, the percentage by Ethnic Groups matches the national profile.

TABLE 5

Number of Migrant Children Enrolled by Grade

Grade	Box Elder	Cache	Davis	Iron	Jordan	Millard	Nebo	North Sanpete	Ogden	Provo	Total
PK	35	6	12	19	6	9	20	38	31	10	186
K	19	7	6	3	5	9	19	6	20	7	101
1	22	6	2	5	8	5	17	14	20	5	104
2	16	6	4	3	10	5	14	14	22	2	96
3	15	4	5	3	2	8	16	12	12	4	81
4	8	6	5	4	4	4	7	10	11	3	62
5	13	3	4	5	5	2	11	11	15	6	75
6	12	4	5	2	5	4	12	7	21	7	79
7	7	1	2	2	2	1	13	4	9	6	47
8	5	4	2	1	5	1	7	1	7	4	37
9	6	4	1	1	8	1	10	3	3	8	45
10	6	4	1	1	1	4	9	4	4	5	39
11	0	1	5	0	1	0	1	5	4	3	20
12	0	2	2	0	2	0	4	5	1	5	21
UG	6	1	2	1	4	0	7	2	3	8	34
	170	59	58	50	68	53	167	136	183	83	1027

In Table 5, the number of migrant children enrolled in grades K-6 was 598 and the number of children enrolled in grades 7-12 was 209, making a total of 807 students. The 1027 is made up by students in the pre-school and/or ungraded categories.

TABLE 6

Number of Migrant Children Who Received
Instructional and Supportive Services

Services Summer	Box Elder	Cache	Davis	Iron	Jordan
INSTRUCTIONAL SERVICES					
English to Limited English Background	131	61	52	31	65
Reading	96	41	42	33	55
Other Language Arts	0	46	47	38	60
Mathematics	88	46	47	28	50
Vocational/Career	0	46	0	38	0
Other**	0	0	72	0	0
SUPPORTIVE SERVICES					
Attendance, Social Work, Guidance, Etc.	0	45	0	0	0
Health/Nutrition	190	79	78	70	88
Pupil Transportation	111	59	30	0	60
Dental	190	79	78	70	88
Other***	88	80	20	47	40
TOTAL	894	536	466	317	506

TABLE 6, Continued

Services	Summer	Millard	Nebo	North Sanpete	Ogden	Provo*
INSTRUCTIONAL SERVICES						
English to Limited English Background		70	21	132	46	90
Reading		46	115	102	104	65
Other Language Arts		0	19	0	124	0
Mathematics		46	110	102	114	65
Vocational/Career		0	0	0	0	0
Other**		79	0	0	569	0
SUPPORTIVE SERVICES						
Attendance, Social Work, Guidance, Etc.		41	0	92	99	65
Health/Nutrition		53	188	146	136	78
Pupil Transportation		51	120	112	124	55
Dental		53	188	146	136	78
Other***		3	77	87	244	36
TOTAL		442	838	919	1696	532

*Provo follows a year-round schedule.
**Other Instructional Services included science, social studies, geography, computer, music, art and physical education.
***Other Supportive Services were medical, welfare, WIC, RIF, and enrichment field trips.

TABLE 7

Number of Staff by Job Classification (F.T.E.)

Job Classification	Summer	Regular	Total
Administrative Staff	9.05		9.05
Teachers	36.30		36.30
Teachers Aides	36.75	2.00	38.75
Staff Providing Support Services	16.20		16.20
Clerical Staff	5.05	.25	5.30
Recruiters	6.95		6.95
TOTAL	110.30	2.25	112.55

TABLE 8.

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1988

6/87

School District: BOX ELDER Number of School Days: _____

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
			Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten	3	3.33	12.33	5.33	3	5.99	14.00	4.67	1.67	1.67	(0.66)
	Kindergarten	8	20.88	17.88	9.25	8	20.75	17.63	10.88	(0.13)	(0.25)	1.63
	First Grade	10	35.00	25.60	15.90	10	36.20	26.90	18.10	1.20	1.30	2.20
	Second Grade	6	48.67	30.83	18.67	6	51.00	31.50	19.33	2.33	0.67	0.66
	Third Grade	6	52.33	35.71	22.00	6	51.50	36.00	23.50	(0.83)	0.29	1.50
	Fourth Grade	6	56.00	35.83	22.83	6	55.83	36.67	24.17	(0.17)	0.84	1.34
	Fifth Grade	6	71.67	43.33	28.67	6	73.00	45.83	28.67	1.33	2.50	-0-
	Sixth Grade	7	67.86	40.71	37.17	7	67.00	42.43	34.71	(0.86)	1.72	2.46
WRAT-R/Level 2	Seventh Grade	4	55.25	22.00	28.75	4	41.50	15.50	25.00	(13.75)	(6.50)	(3.75)
	Eighth Grade	2	54.00	28.00	32.50	2	52.00	32.50	28.00	(2.00)	4.50	(4.50)
	Ninth Grade	1	55.00	29.00	23.00	1	57.00	40.00	24.00	2.00	11.00	1.00
	Tenth Grade	0										
	Eleventh Grade	0										
	Twelfth Grade	0										

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

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WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1988

6/87

School District: CACHE Number of School Days: _____

Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores: Reading	Spelling	Arithmetic
Pre-Kindergarten	0										
Kindergarten	0										
First Grade	3	34.00	25.33	19.00	3	37.33	26.33	22.00	3.33	1.00	3.00
Second Grade	3	58.66	35.67	21.67	3	57.00	35.00	23.33	(1.66)	(0.67)	1.66
Third Grade	2	64.00	39.00	24.50	2	72.50	40.50	27.00	8.50	1.50	2.50
Fourth Grade	2	78.00	48.00	25.50	2	80.00	47.00	28.00	2.00	1.00	2.50
Fifth Grade	0										
Sixth Grade	1	61.00	34.00	22.00	1	66.00	39.00	24.00	5.00	5.00	2.00
Seventh Grade	0										
Eighth Grade	0										
Ninth Grade	0										
Tenth Grade	0										
Eleventh Grade	0										
Twelfth Grade	0										

WRAT-R/Level 1

WRAT-R/Level 2

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

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WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1988

6/87

School District: DAVIS Number of School Days: _____

Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
		Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
WRAT-R/Level 1											
Pre-Kindergarten	1		3.00	1.00	1	-	5.00	3.00	-	2.00	2.00
Kindergarten	4	14.75	8.25	5.50	4	13.75	9.25	4.75	(1.00)	1.00	(0.75)
First Grade	1	27.00	22.00	15.00	1	28.00	23.00	15.00	1.00	1.00	-0-
Second Grade	3	40.00	24.67	16.33	3	49.00	27.00	19.67	9.00	2.33	3.34
Third Grade	3	45.00	31.00	21.00	3	48.67	31.00	23.33	3.67	-0-	2.33
Fourth Grade	4	54.50	36.50	29.50	4	56.00	37.50	30.00	1.50	1.00	0.50
Fifth Grade	3	59.33	40.33	32.67	3	55.67	46.33	32.00	(3.66)	6.00	(0.67)
Sixth Grade	2	54.50	19.00	17.50	2	48.50	26.00	18.00	(6.00)	7.00	0.50
WRAT-R/Level 2											
Seventh Grade	0										
Eighth Grade	0										
Ninth Grade	0										
Tenth Grade	0										
Eleventh Grade	0										
Twelfth Grade	0										

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

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WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1988

6/87

School District: IRON Number of School Days: _____

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
			Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten	0										
	Kindergarten	0										
	First Grade	2	39.50	26.50	19.50	2	40.00	28.00	17.00	0.50	1.50	(2.50)
	Second Grade	2	55.50	35.50	20.50	2	57.00	35.00	21.50	1.50	(0.50)	1.00
	Third Grade	1	50.00	35.00	22.00	1	52.00	36.00	20.00	2.00	1.00	(2.00)
	Fourth Grade	1	78.00	48.00	31.00	1	80.00	50.00	31.00	2.00	2.00	-0-
	Fifth Grade	2	68.00	44.00	30.00	2	72.50	43.50	29.00	4.50	(0.50)	(1.00)
	Sixth Grade	1	62.00	43.00	27.00	1	67.00	45.00	29.00	5.00	2.00	2.00
WRAT-R/Level 2	Seventh Grade	0										
	Eighth Grade	1	-	24.00	25.00	1	-	23.00	24.00	-	(1.00)	(1.00)
	Ninth Grade	0										
	Tenth Grade	0										
	Eleventh Grade	0										
	Twelfth Grade	0										

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

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WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1988

6/87

School District: JORDAN Number of School Days: _____

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test: Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten	0										
	Kindergarten	3	3.67	7.33	7.50	3	4.00	11.00	6.00	0.33	3.67	(1.50)
	First Grade	5	16.80	18.40	9.40	5	18.40	18.80	11.40	1.60	0.40	2.00
	Second Grade	10	40.10	28.60	19.90	10	46.60	29.50	20.90	6.50	0.90	1.00
	Third Grade	4	51.75	32.75	23.75	4	59.50	34.00	25.00	7.75	1.25	1.25
	Fourth Grade	4	64.25	42.00	27.50	4	67.50	42.25	28.75	3.25	0.25	1.25
	Fifth Grade	4	64.75	41.00	33.25	4	68.75	44.00	37.00	4.00	3.00	3.75
	Sixth Grade	2	27.00	13.50	21.00	2	34.50	10.00	23.50	7.50	(3.50)	2.50
WRAT-R/Level 2	Seventh Grade	0										
	Eighth Grade	1	41.00	20.00	28.00	1	52.00	22.00	30.00	11.00	2.00	2.00
	Ninth Grade	2	60.50	19.50	29.00	2	61.50	17.50	29.50	1.00	(2.00)	0.50
	Tenth Grade	4	49.50	22.00	30.25	4	58.50	26.50	34.25	9.00	4.50	4.00
	Eleventh Grade	2	39.50	14.00	28.00	2	44.50	15.50	29.50	5.00	1.50	1.50
	Twelfth Grade	1	44.00	18.00	24.00	1	55.00	19.00	26.00	11.00	1.00	2.00

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

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WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1988

6/87

School District: MILLARD Number of School Days: _____

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Score: Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten	8	11.63	7.50	3.13	8	10.50	10.75	4.13	(1.13)	3.25	1.00
	Kindergarten	0										
	First Grade	2	31.00	22.00	15.50	2	41.50	29.50	20.50	10.50	7.50	5.00
	Second Grade	4	52.50	35.00	23.00	4	60.25	35.75	24.25	7.75	0.75	1.25
	Third Grade	6	45.00	30.50	23.20	6	53.33	33.83	24.80	8.33	3.33	1.60
	Fourth Grade	3	31.00	26.67	23.67	3	48.00	34.00	27.33	17.00	7.33	3.66
	Fifth Grade	2	74.50	53.50	30.00	2	77.50	55.50	33.00	3.00	2.00	3.00
	Sixth Grade	2	53.00	42.00	25.00	2	65.50	46.00	25.00	12.50	4.00	-0-
WRAT-R/Level 2	Seventh Grade	1	22.00	21.00	19.00	1	24.00	23.00	24.00	2.00	2.00	5.00
	Eighth Grade	0										
	Ninth Grade	0										
	Tenth Grade	0										
	Eleventh Grade	0										
	Twelfth Grade	0										

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

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WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1988

6/87

School District: NEBO Number of School Days: _____

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores: Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten	0										
	Kindergarten	9	20.44	18.89	10.44	9	25.89	21.56	16.67	5.45	2.67	6.23
	First Grade	11	41.45	29.09	19.00	11	52.64	33.00	21.45	11.19	3.91	2.45
	Second Grade	8	51.25	34.13	20.50	8	59.38	35.63	25.88	8.13	1.50	5.38
	Third Grade	9	50.56	34.11	23.56	9	60.56	37.33	25.56	10.00	3.22	2.00
	Fourth Grade	6	64.33	41.50	28.67	6	65.67	43.00	29.83	1.34	1.50	1.16
	Fifth Grade	9	59.67	34.89	27.67	9	66.89	37.33	30.56	7.22	2.44	2.89
	Sixth Grade	1	48.00	20.00	29.00	1	53.00	22.00	30.00	5.00	2.00	1.00
WRAT-R/Level 2	Seventh Grade	2	53.00	29.00	28.50	2	59.00	30.00	34.50	6.00	1.00	6.00
	Eighth Grade	3	40.33	25.00	27.67	3	49.33	26.67	31.67	9.00	1.67	4.00
	Ninth Grade	1	66.00	32.00	46.00	1	76.00	37.00	49.00	10.00	5.00	3.00
	Tenth Grade	1	48.00	26.00	23.00	1	58.00	28.00	24.00	10.00	2.00	1.00
	Eleventh Grade	0										
	Twelfth Grade	0										

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* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

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WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1988

6/87

School District: NORTH SANPETE Number of School Days: _____

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores: Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten	0										
	Kindergarten	0										
	First Grade	6	15.50	13.17	5.67	6	23.83	20.67	13.33	8.33	7.50	7.66
	Second Grade	5	32.20	24.20	24.20	5	50.00	31.20	19.80	17.80	7.00	6.80
	Third Grade	9	54.33	34.44	21.44	9	63.11	38.11	24.00	8.78	3.67	2.56
	Fourth Grade	2	67.00	38.67	25.00	2	72.00	43.00	30.00	5.00	4.33	5.00
	Fifth Grade	0										
	Sixth Grade	1	69.00	43.00	27.00	1	76.00	45.00	33.00	7.00	2.00	6.00
WRAT-R/Level 2	Seventh Grade	1	69.00	44.00	32.00	1	79.00	48.00	52.00	10.00	4.00	20.00
	Eighth Grade	2	47.00	14.50	31.00	2	54.00	23.50	31.50	7.00	9.00	0.50
	Ninth Grade	0										
	Tenth Grade	1	50.00	32.00	36.00	1	53.00	32.00	37.00	3.00	-0-	1.00
	Eleventh Grade	0										
	Twelfth Grade	1	35.00	10.00	19.00	1	36.00	13.00	26.00	1.00	3.00	7.00

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1988

6/87

School District: OGDEN Number of School Days: _____

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Score: Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten	0										
	Kindergarten	17	7.13	9.94	7.29	17	8.00	13.88	8.06	0.87	3.94	0.77
	First Grade	15	34.07	25.53	18.47	15	38.20	26.67	18.67	4.13	1.14	0.20
	Second Grade	18	48.76	31.22	21.76	18	52.41	34.61	23.41	3.65	3.39	1.65
	Third Grade	12	57.75	35.03	24.83	12	64.42	43.83	28.00	6.67	8.80	3.17
	Fourth Grade	8	60.13	36.88	26.63	8	79.13	42.63	29.25	19.00	5.75	2.62
	Fifth Grade	12	58.42	31.92	27.75	12	59.92	33.17	27.67	1.50	1.25	(0.08)
	Sixth Grade	11	38.64	14.82	22.73	11	45.18	16.91	24.45	6.54	2.09	1.72
WRAT-R/Level 2	Seventh Grade	2	42.00	19.00	30.50	2	46.00	18.50	38.00	4.00	(0.50)	7.50
	Eighth Grade	0										
	Ninth Grade	0										
	Tenth Grade	0										
	Eleventh Grade	0										
	Twelfth Grade	0										

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

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WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1988

6/87

School District: PROVO Number of School Days: _____

Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores		
		Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
Pre-Kindergarten	0										
Kindergarten	6	6.83	17.00	10.67	6	18.83	19.83	11.50	12.00	2.83	0.83
First Grade	3	14.33	12.00	12.67	3	28.33	20.00	13.67	14.00	8.00	1.00
Second Grade	1	52.00	31.00	19.00	1	62.00	26.00	25.00	10.00	(5.00)	6.00
Third Grade	3	39.33	23.67	20.00	3	42.67	27.33	22.00	4.34	3.66	2.00
Fourth Grade	2	61.00	34.00	19.50	2	55.00	37.50	23.00	6.00	3.50	3.50
Fifth Grade	3	21.67	9.33	11.33	3	23.33	16.67	14.33	1.66	7.34	3.00
Sixth Grade	6	53.50	29.17	25.50	6	55.67	32.00	30.83	2.17	2.83	5.33
Seventh Grade	5	34.40	23.00	21.80	5	36.80	26.00	23.80	2.40	3.00	2.00
Eighth Grade	4	38.00	26.75	26.25	4	40.25	29.50	30.50	2.25	2.75	4.25
Ninth Grade	8	36.50	23.63	24.38	8	38.50	25.63	30.63	2.00	2.00	6.25
Tenth Grade	4	30.75	15.75	19.00	4	40.00	21.75	23.75	9.25	6.00	4.75
Eleventh Grade	1	54.00	29.00	47.00	1	61.00	33.00	55.00	7.00	4.00	8.00
Twelfth Grade	2	35.00	12.00	21.00	2	35.50	15.00	22.50	0.50	3.00	1.50

WRAT-R/Level 1

WRAT-R/Level 2

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

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CAT **DATA ABOUT MIGRANT EDUCATION - Summer 1988** 6/87

School District: PROVO Number of School Days: _____

Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade		
		Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
Pre-Kindergarten	0				0						
Kindergarten	2	8.00	20.00	14.00	2	24.50	22.50	14.50	16.50	2.50	0.50
First Grade	3	31.33	19.33	15.33	3	35.67	25.00	17.00	4.34	5.67	1.67
Second Grade	1	58.00	34.00	17.00	1	59.00	34.00	21.00	1.00	-0-	4.00
Third Grade	2	60.00	29.50	19.50	2	64.00	37.00	21.00	4.00	7.50	1.50
Fourth Grade	2	72.50	39.50	30.00	2	77.00	41.00	31.00	4.50	1.50	1.00
Fifth Grade	5	68.60	33.00	26.20	5	68.60	37.00	28.60	-0-	4.00	2.40
Sixth Grade	2	61.50	32.50	32.50	2	63.50	50.50	36.00	2.00	18.00	3.50
Seventh Grade	1	94.00	65.00	26.00	1	95.00	71.00	29.00	1.00	6.00	3.00
Eighth Grade	1	65.00	44.00	23.00	1	69.00	38.00	26.00	4.00	(6.00)	3.00
Ninth Grade	3	76.00	50.67	39.00	3	78.00	52.33	45.00	2.00	1.66	6.00
Tenth Grade	1	89.00	50.00	62.00	1	91.00	51.00	66.00	2.00	1.00	4.00
Eleventh Grade	2	65.00	29.50	37.50	2	86.50	42.00	21.50	21.50	12.50	4.50
Twelfth Grade	4	64.75	39.25	36.50	4	68.50	43.00	39.25	3.75	3.75	2.75

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

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WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1988

6/87

School District: State of Utah Number of School Days: _____

	Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade: Reading	Spelling	Arithmetic	° Difference Between Pre-Test & Post-Test Raw Scores by Grade Pre-Test minus Post-Test Raw Scores: Reading	Spelling	Arithmetic
WRAT-R/Level 1	Pre-Kindergarten	12	9.36	8.33	3.50	12	9.00	11.08	4.16	(0.36)	2.75	0.66
	Kindergarten	47	12.52	13.59	8.54	47	15.36	16.17	10.30	2.84	2.58	1.76
	First Grade	58	31.15	23.46	15.62	58	37.01	26.32	17.77	5.86	2.86	2.15
	Second Grade	60	46.81	30.83	19.93	60	52.93	32.88	22.42	6.12	2.05	2.49
	Third Grade	56	51.98	33.55	22.96	56	58.61	37.28	25.12	6.63	3.73	2.16
	Fourth Grade	39	59.50	37.97	26.10	39	65.63	40.71	28.10	6.13	2.74	2.00
	Fifth Grade	41	59.87	35.73	27.78	41	62.70	38.34	29.12	2.83	2.61	1.34
	Sixth Grade	34	50.88	26.82	25.24	34	54.67	29.11	27.90	3.79	2.29	2.66
WRAT-R/Level 2	Seventh Grade	15	44.93	24.26	26.20	15	44.20	24.00	29.33	(0.73)	(0.26)	3.13
	Eighth Grade	13	43.00	23.92	28.30	13	47.75	27.30	30.00	4.75	3.38	2.70
	Ninth Grade	12	44.50	24.00	26.83	12	47.00	26.14	31.41	2.50	2.14	4.58
	Tenth Grade	10	43.10	20.90	25.60	10	50.50	25.30	29.30	7.40	4.40	3.70
	Eleventh Grade	3	44.33	19.00	34.33	3	50.00	21.33	38.00	5.67	2.33	3.67
	Twelfth Grade	4	37.25	13.00	21.25	4	40.50	15.50	24.25	3.25	2.50	3.00

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

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PERCENTILE SUMMARY

WRAT-R DATA ABOUT MIGRANT EDUCATION - Summer 1988

6/87

School District: State of Utah Number of School Days: Ranges from 28 to 50

N=404 Grades	# Of Students Who Took Pre-Test	Pre-Test *Average Raw Scores Of Students by Grade			# Of Students Who Took Post-Test	Post-Test *Average Raw Scores Of Students by Grade			° Difference Between Pre-Test & Post-Test Raw Scores by Grade		
		Reading	Spelling	Arithmetic		Reading	Spelling	Arithmetic	Reading	Spelling	Arithmetic
WRAT-R/Level 1											
Pre-Kindergarten	12	5	2	1	12	5	8	2	-0-	6	1
Kindergarten	47	6	9	12	47	10	23	27	4	17	15
First Grade	58	18	32	39	58	34	53	66	16	21	27
Second Grade	60	23	23	42	60	45	37	73	22	14	31
Third Grade	56	12	12	32	56	27	27	55	15	15	23
Fourth Grade	39	19	23	37	39	39	37	58	20	14	21
Fifth Grade	41	9	6	25	41	21	12	37	12	6	12
Sixth Grade	34	0.7	0.2	5	34	1	0.6	14	0.3	0.4	9
WRAT-R/Level 2											
Seventh Grade	15	37	47	21	15	34	47	47	(-3)	-0-	26
Eighth Grade	13	21	34	27	13	34	50	39	13	16	12
Ninth Grade	12	14	30	14	12	21	39	45	7	9	31
Tenth Grade	10	10	16	6	10	25	30	18	15	14	12
Eleventh Grade	3	7	5	39	3	16	8	66	9	3	27
Twelfth Grade	4	1	1	1	4	3	2	2	2	1	1

* Average = Adding the students' raw score for each grade (separately for each subtest: Reading, Spelling, and Arithmetic) and then dividing the total by the number of students, at that grade level, who took the test.

° Difference = Substracting the average pre-test raw score, for each grade level (separately for each subtest: Reading, Spelling, and Arithmetic) from the average post-test raw score for that same grade level.

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THE GREAT SEAL OF THE STATE OF UTAH
1847
1896